Facilitator Guide
Transition to the Indiana Common Core Standards (INCCSS)
1-2 Hrs.

Summary: This training will focus on the basic information teachers will need to learn details and resources regarding the INCCSS. Facilitators should be prepared to explain: why the CCSS, structure of the CCSS and resources to use.

Key Training Topics:

Why CCSS
Structure of the CCSS
Resources to use for the CCSS
Example test items for CCSS and PARCC

Materials Needed:

PowerPoint for presenter
PowerPoint-2 slides per page printed for participants
Post-it-notes
Chart Paper and Markers
Computer with Internet Access

Suggested Pacing: This training should take approximately 1.5-2 hours.

Slides 1-4	5 min.
Slides 5-10	10 min.
Slides 11-15	5 min.
Slide 16-17	5 min.
Slide 18-25	10 min.
Slide 26 & examples	15 min.
Slides 27-30	30 min.
Slide 31-33	10 min.
Slides 34-35	5 min.
Slide 36	10-15 min.

It is easy to let discussions continue longer than expected. In order to stay on schedule, the facilitator will need to move the group forward at each step along the way.

The facilitator guide below outlines each slide in terms of: "Content", or the key points that should be addressed on the slide, and "Facilitator Notes", or suggestions for how to present the information on the slide. These should be taken as suggestions, and modified per individual presenter style.

Slide by Slide Guide

Slide 2 –

Content: The states of Wisconsin and Michigan have been using CCSS for a few years in the classroom. WI is Smarter Balance State. Smarter Balance is more like NWEA (more about growth-they answer the question correctly the next question gets harder)
IN is right now a PARCC state. PARCC is about achievement levels (the achievement bar is set and you have to get the student over it).
PARCC is assessment based on 4x a year. There is money for the beginning and end of the year and the end of the year but not for the middle of the year. So now they are saying to scale it down to 3x per year.
*Everyone is at different places going down the CCSS road.
Everyone on board in '14-15 but the test is out in '14-'15
Explain the CCSS workshops that are available in the area

Slide 3 –

Content: The 3rd bullet point is the most important about "one third of all college……." When our kids leave HS they are about 2 years behind. So they have to take 1-2 years of reading remediation classes to get them where they need to be. Talk is that these colleges and universities will be able to charge back to the school districts for the costs of these remedial classes.

You might want to think about going back to Lexiles. The CCSS uses Lexiles for reading levels. We need to keep pushing the bar on reading and Lexiles to stay ahead.

Slide 4 –

Content: Let's look at what the statistics say about students in Indiana as they relate to colleges. Review the slide.

Slide 5-
Content: http://www.doe.in.gov/achievement/curriculum/resources-implementing-indianas-common-core-standards

Use this slide to show where things are at in the CCSS

Slide 6 –

Content: http://www.doe.in.gov/achievement/curriculum/making-transition

Transition guidelines since we have another year of ISTEP. These hyperlinks will help you make the transition from the IN standards to the INCCSS

Slide 7 –

Content: We are looking at the collaboration of states working together to build standards. Students should have the skills needed from their K-12 education to graduate and succeed in the college and the workforce.

Slide 8 –

Content: Our testing site for PARCC, http:www.parcconline.org. However, still go back and forth to Smarter Balance to learn more at http://www.smarterbalanced.org/

Slide 9 –

Content: Let's review the benefits of the CCSS. One thing to think about when thinking about CCSS is the Military Schools and the high mobility involved. No matter what state the student ends up in when their military family moves, they can continue with these consistent standards. Or, our surrounding states will be able to continue and placed within our school systems easier without guess work.

Slide 10 –

Content: You will find new shifts for teaching and learning. Mandates for student learning not just at selected grade levels but at all grade levels. And, students will be tested and instructional effectiveness will be measured based on INCC. Now all teachers should be applying reading strategies in all subjects.

Slide 11 –

Content: Review slide.

Question to Group: What does your ideal student look like?

Example: "I want a kid who can read, write… The biggest skills they want kids to have are reading and writing, literacy skills. Here's a list of a literate individual.
Value evidence: Cite with facts, and good resources.

Facilitator Notes: This is difficult for High Schools to buy into these.

Slide 12 –

Content: The Biggest Major Shifts are in ELA.

One worry with the CCSS is that we won't be reading high-level literature anymore. Kids will still be reading literary and informational text. Worry is that kids won't read technical manuals. Start working students on "How to Manuals". Another example: instead of using "take-away" in kindergarten, start using "subtraction" to increase vocabulary with students.
Academic Vocabulary: There are 3 tiers of vocabulary:
Tier 1 = basic vocabulary.

Tier 2=school wide vocabulary is the ISTEP and ECA vocabulary; compare and contrast, and apply.
Tier 3=content vocabulary; real specific vocabulary as it pertains to algebra 1, or agricultural.

Slide 13 –

Content: Here you will find the Strands or Domains, Anchor, and the Standards. The Standards are listed under the Anchor.

The Strand or Domain shows the larger group standards that progress across all grade levels. The anchor is the common theme and it go across all standards and the anchor standards guide the progression across grade levels. The standards define what students should understand and be able to do.

Slide 14 –

Content: Each of the strands (Reading, Writing, Speaking and Listening, and Language) is linked to a strand-specific set of College and Career Readiness (CCR) Anchor Standards. These anchor standards are identical across all grades and content areas and everyone (teacher) is expected to do the anchor standards.

Slide 15 –

Content: Another resource that incorporates the anchors in the CCSS is Keys to Literacy with Joan Sedita. Here you see that reading is shown into 2 parts. Text exemplars will be given in Keys to Literacy to look at what types of books you want your kids to be exposed to.

Slide 16 –

Content: The following information has been obtained from http://www.lexile.com. The Lexile® Framework for Reading is an approach to reading and text measurement. There are two Lexile® measures:
Lexile reader measure and the **Lexile text measure**.
A Lexile reader measure represents a person's reading ability on the Lexile scale. A Lexile text measure represents a text's level on the Lexile scale. When used together, they can help readers choose a book or other reading material that is at an appropriate level. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time.
A higher Lexile reader measure represents a higher level of reading ability on the Lexile scale. A Lexile reader measure is usually obtained by having the reader take a test of reading comprehension. There are about two dozen tests that can report Lexile reader measures, including Scholastic Reading Inventory, PASeries Reading, the Iowa Tests and many end-of-grade state assessments. The reader's score on the test is reported as a Lexile measure from a low of 0L to a high of 2000L. However, when readers score at or below 0L, a BR (Beginning Reader) code is displayed on their report. A list of the tests and reading programs that report Lexile reader measures can be found at www.Lexile.com.
A Lexile text measure, like a Lexile reader measure, is reported on the same Lexile scale, from a low of BR to a high of 2000L.

The lower a book's Lexile measure, the easier it will be to comprehend. For example, a text with a Lexile measure of 850L will most likely be easier for a reader to comprehend than a text at 950L. A list of books and their Lexile measures can be found at www.lexile.com/findabook. If the Lexile text measure is lower than the Lexile reader measure, forecasted comprehension goes up. For example, if a reader wants to read a book independently at a 90-percent comprehension rate, she can simply choose a book with a Lexile measure approximately 250L below her Lexile reader measure. Lexile measure represents a student's level on a developmental scale of reading ability—the Lexile scale. The Lexile measures can stand alone in their interpretation. The Lexile scale is an equal-interval scale. Regardless of the point on the scale, the amount of growth in ability required to move between two points is the same. In other words, moving from 240L to 340L on the Lexile scale represents the same increase in ability as moving from 840L to 940L. Lexile units can be used in mathematical calculations.

A "Lexile range" as the suggested range of Lexile measures that a reader should be reading— 50L above to100L below his or her Lexile measure. A reader with a Lexile measure of 1000L would have a Lexile range of 900L–1050L.

Looking at this slide you will see the lexile range for the1st grade dropped in down a bit to capture low learners but by 7th grade is increased higher.

Facilitator Notes: Review the basics of Lexile scores but it is not necessary to read everything. Assess the audience on what is needed.

Slide 17 –

Content: This slide shows how the Lexile levels compare to the Basals.
Information taken from: http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/
The text complexity of K-12 textbooks has become increasingly "easier" over the last 50 years. The Common Core Standards quote research showing steep declines in average sentence length and vocabulary level in reading textbooks.
The text demands of college and careers have remained consistent or increased over the same time period. College students are expected to read complex text with greater independence than are high school students.
As a result, there is a significant gap between students' reading abilities and the text demands of their postsecondary pursuits. Research shows that this gap is equal to a Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP).
Facilitator Notes: Review the information on the slide. Share the following in this guide.

Slide 18 –

Content: *This slide takes into account reading, writing, and research.*

Qualitative dimensions of text complexity
Best measured by attentive human reader
Levels of meaning or purpose
Structure
Language conventionality and clarity
Knowledge demands

Quantitative dimensions of text complexity
Word length or frequency
Sentence length
Text cohesion
Typically measured by computer software
Reader and task considerations
Variables specific to particular readers
Motivation
Knowledge
Experiences
Variables specific to particular tasks
Purpose
Complexity of the task assigned
Questions posed

Slide 19 –

Content: Review the slide.

Question to Group: What have you read in the last 24 hours?

Facilitator Notes: Write down responses on chart paper, or white board etc.

Slide 20 –

Content: Read through slide.

Slide 21 –

Content: This shows balance across all disciplines.

Most schools right now are heavier on the Literary. Again, add "how to manuals" with electronics and have them write their own "how to's". Bring in newspapers for informational text so it doesn't cost a lot of money.

Slide 22 –

Content: The following PARCC sample items have been excerpted from a grade 7 Performance–based Research Task.

--Students are required to **read an article, review a webpage, and watch and listen to a video on Amelia Earhart.**
--Students will be required to draw evidence from all three sources in order to answer a series of questions.
The final part of the task requires students to write an **analytical essay using textual evidence from at least two of the sources.**
(This item will be scored using the grade level rubric for Prose Constructed Response)

Content: Grades 6-12 now have literacy standards.

Question to Group: Are teachers currently talking about the Tier 3 level vocabulary for disciplinary text?

This should be infused within the classroom.

Content: Review slide- Read, "Why do I need to teach…?"

Content: Review slide

Question to Group: Why have embedded literacy?

Work and learning are integral to each other and have a strong connection.

Language and Vocabulary
- ❖ Use different types of text to comprehend
- ❖ Find ways of communicating in writing

Content: Show Assessment math samples of. Pdf

The answer is given. The process of finding the answer is needed. Words like "describe" and "provide"
Show the problem: Who the Gas Bills, Heating Degree Days, and Energy Efficiency (5th-6th grade) from the Assessment Samples

Q. What do you notice?

A. Lots of reading

Read it to the audience. Expose your kids to some of these difficult texts. Show them how to "chunk it down." Have them learn to get rid of unnecessary information and how to find relevant information.

This is a multi-step problem. They will have to retrieve information from the internet (kids will need the skills to do this.)
We don't know the time-frame of this problem. This is a task problem….do this do this, now do this.
Now they have to create a brochure (so kids need to know how to use Microsoft Office, Publisher or something).
Show the assessment sample problem of the video and an actual roller coaster. 5th grade

Show the Problem one for MS or HS on "How do different payload masses affect the altitude of a helium balloon?" Here the kids are running the experiment right on line and showing what they found.

Teachers need software on manipulative tools such as rulers on line. Resources are needed. Show the problem for "5. Your mother sends you in to the store to buy something she wants (2nd grade about). They want to know the number of coins you can take=application. The students also have to know how much a quarter is, a dime, etc. too.
Show the consumer, producer, etc. problem for science where the kids group the correct animal under the correct category.

Slide 27 –

Content: Review slide.

Slide 28 –

Content: We should have been teaching this last year and this year. However this didn't always get communicated down.

These standards can be taught in the curriculum.
1. Discuss perseverance. Tell story between little kids and 7th grade kids and the difference between Japanese and American kids. When a US kid does a great job, the first thing we say is "oh my you are so smart." In Japan the parents say, "keep up the great work, and keep working.' Now fast forward to 7th grade where kids are given a problem that's not solvable. After 15-30 minutes, the US kids went to the teacher and said, "I am not smart enough to solve this." The Japanese kids went to the teacher after 3 hours and said, "what can you give us to help us, what do we need to solve this?" Our kids are missing perseverance.

Slide 29 –

Content: Review Slide

Slide 30 –

Content: Students who understand a concept can:
Use it to make sense of and explain quantitative situations (see "Model with Mathematics" in Practices)
Incorporate it into their own arguments and use it to evaluate the arguments of others (see" Construct viable arguments and critique the reasoning of others" in Practices)
Bring it to bear on the solutions to problems (see "Make sense of problems and persevere in solving them")
Make connections between it and related concepts

Slide 31 –

Content: Standards define what students should understand and be able to do

Clusters are groups of related standards. Cluster is a lot of concepts that go along with that standard. Example: 7th grade, number systems, 1st standard would be 7.NS.1
Note: Standards from different clusters may sometimes be closely related because math is a connected subject
Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Slide 32 –

Content: Money Math is an app. that can cover Gr. K

Click through, because now in grade 1 counting is off the board because kids should already be able to do this. In grade 3 number operations and fractions are introduced. However grade 6 expressions and equations are introduced.
This is a nice visual so you can see what the mathematics looks like all the way through.

Slide 33 –

Content: This is just another visual on how to look at the math CCSS.

Slide 34 –

Content: This is a grade 3 sample question.

Slide 35-

Content: This slide just shows the integration.

Slide 36 –
Content: Review the following website: www.kevinhoneycutt: great website for one to one initiatives, I-Pads etc. The Life Practice already has many projects created for project based learning. Point out the corner for I-pad Users.

IEAR=an app. It's good to view where teachers are reviewing certain application apps for all subjects. Teachers can type in their subject area to find a review.

Investigative Mathematics (K-8) Good for getting assessment problems that are similar to the assessment problems on the CCSS or PARCC

Iterate that the evaluation will be distributed electronically

END OF SLIDES